



Equality information and objectives (public sector equality duty) statement 2026-2028

POLICY CONTROL

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Introduction

We recognise that the public sector equality duty (known as the PSED or the equality duty) has two parts: a general duty, and specific duties.

The general duty has three aims and they are to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

The specific duties for schools are to:

1. To publish information to demonstrate how they are complying with the equality duty.
2. To prepare and publish one or more specific and measurable equality objective.

Aims and objectives

Highbury School will annually review how well we achieve these aims with regard to the protected groups under the

Equality Act (race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment).

We aim to provide the highest possible education for all of our students. The ethos of our school clearly reflects our commitment to fully including and respecting all members of our school community.

We have set ourselves the following objectives:

- To ensure that staff and governors are aware of current legislation surrounding equality and diversity and understand the school's responsibility
- To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our school
- To promote mental health awareness and develop appropriate interventions where necessary
- To continuously review and revise the curriculum so that it represents a diverse culture and society and encourages tolerance and respect.
- To support the inclusion of all staff who are starting or extending their family

| Protected characteristic | Group | What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation? | What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not? | What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not? | What action do we intend to take in order to meet our objectives? |
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| Race Religion and beliefs | Students Staff Parents/carers | <p>Inclusive ethos embedded in all school policies</p> <p>Zero tolerance attitude supported by all policies</p> | <p>Accessible information advertised as available in a range of formats on the school website.</p> <p>The school employs an interpreter if required.</p> <p>The school recognises different faiths and makes all adjustments required, including withdrawal from Christian based activities and authorising leave for different faith celebrations.</p> <p>SRE curriculum includes the teaching of wide range of relationships including multi-generational families.</p> <p>Special days and events are linked to religion and beliefs represented in the school.</p> <p>Social media is used to acknowledge special days and events</p> <p>The school have a designated well-being room that has a</p> | <p>Feedback from parents</p> <p>Positive engagement from the whole school community</p> | <p>Continue to capture pupil, family and staff voice in order to represent the community we serve</p> |

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| | | | <p>cupboard where staff can store religious items such as prayer mats. The room is available for staff to use during significant times such as Ramadan for prayer</p> <p>It is made very clear in the leave policy and staff handbook that staff will be authorised leave for significant religious celebrations</p> <p>Targeted work will be planned and take place for children who need specific teaching about religion and race. This may be proactive as part of the RSE curriculum or may be in response to observations of a child</p> | | |
| Sexual orientation | Students Staff Parents/carers | <p>Assemblies include all family members and the school are open and celebrate all different types of family.</p> <p>Facebook posts reflect the diversity within the school community.</p> <p>Zero tolerance policy towards any discrimination or harassment. A culture of acceptance is promoted at all levels within the school.</p> | <p>Staff from a range of families and backgrounds are fully supported and are protected by all policies and procedures (for example family leave)</p> <p>SRE curriculum includes teaching about different types of families</p> <p>Special days and events ensure all family types are included. For example, Father's day will include any important person in that child's life.</p> <p>All information about home and who children live is shared as part of transition with every</p> | <p>Positive engagement from the school community.</p> | <p>To continue to reflect the diverse needs of the school community by ensuring that staff are well educated and informed</p> |

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| | | | teacher to ensure that all family circumstances are shared and understood and staff can be both sensitive and appropriate in their discussion of children's family lives. | | |
| Pregnancy and maternity | Staff | Number of part time staff Support for all pre-natal and fertility appointments. | Pregnancy has not been a barrier to staff having opportunities within school. Adjustments are made to ensure all staff are able to be included. KIT days are encouraged and paid to support staff to make a confident return to work. | Celebration of pregnancies and births across the community. Paternity leave granted Staff Briefings Risk assessments written for all pregnant staff. PH advice sought when needed | To continue to support all staff who are extending or starting a family, whatever their circumstances may be. This may include same sex couples and any staff looking to adopt. |
| Disability (mental health) | Staff Students Parents/carers | There are four members of staff in school who are trained mental health first aiders. All staff are aware of the school's commitment to supporting their mental health and know how to access support at school through well-being plans. The school employs a play therapist four days each week to provide therapeutic support to children and families. Staff have access to supervision in their role to | Staff are all supported to complete a health questionnaire and are referred to occupational health if required. Staff are encouraged to share details of any health condition that may affect their well-being and ability to perform in their role. This includes mental and physical health. These members of staff have a risk reduction plan in place so senior staff are aware how to support a member of staff if needed. The school has a well-being room which is a space which has been designed to offer a private calm area where they may take | Positive engagement with school services Good outcomes from supervision sessions evidenced through questionnaires | To support families with their mental health and well-being by continuing to offer behaviour support surgeries and training and by making appropriate referrals to support agencies. Embed the work of the newly formed MDT which offers a holistic approach to the support of children in school |

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| | | <p>acknowledge the challenge of working with complex children</p> <p>time for respite, to make a personal phone call etc. This is a protected space in school and may not be used for any other purpose, this values the purpose of the space.</p> <p>Several staff in school who have mental health needs have a well-being plan which outlines the specific support available to them through school.</p> <p>All staff have access to counselling and therapy services via the school's Bought in provider 'Education Mutual', this is used extensively by staff.</p> <p>There is a mental health and well-being policy that outlines the school's policy and procedures to supporting staff with mental health difficulties.</p> <p>The RSE policy teaches well-being and is complemented by the interoceptive curriculum which is led by the school SIOT</p> | | |
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